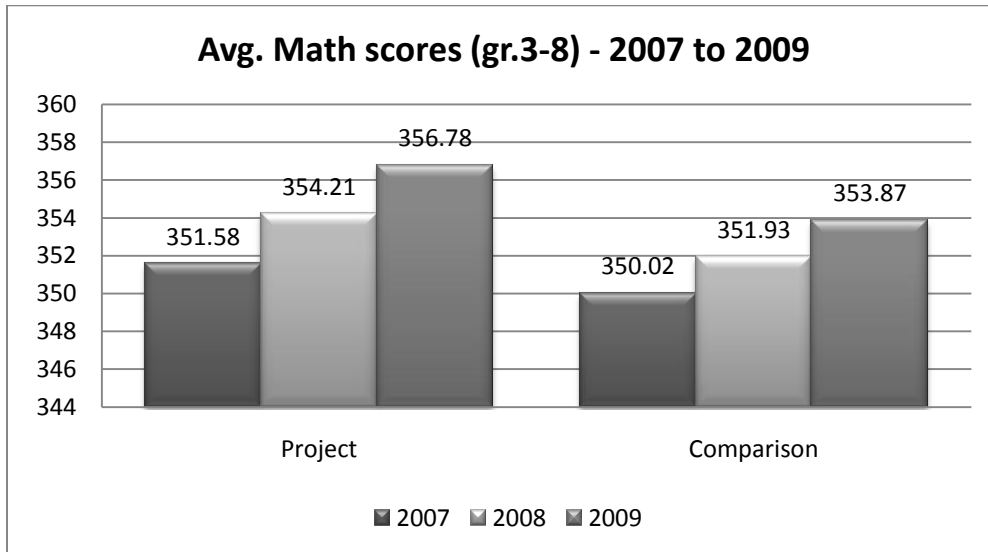


Highlights of IMPACT III findings regarding student achievement:

- IMPACT III schools (grades 3-8) showed significantly stronger growth in **Math** scores than students in matched comparison schools.



- The % of students passing **Math** in IMPACT III (gr.3-8) increased significantly, from 69.6% in 2007 to 79% in 2009. Comparison schools did not show similar increase.
- In 2009, IMPACT III students (in gr. 3-8) were 30% more likely to score above grade level (Level 4) on **Math** than students in comparison schools. (OR=1.429, $p=.000$)
- IMPACT III middle schools showed especially strong growth in **Reading**, over and above what was observed in comparison middle schools

<u>Reading</u>		<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>Increase</u>
IMPACT	Elementary	345.08	349.05	352.08	7.0
	Middle	353.44	357.26	360.89	7.45
Comparison	Elementary	343.9	347.42	350.45	6.55
	Middle	352.05	355.12	357.66	5.61

- In looking at EOG performance levels in Math (1-4), IMPACT III students were 42% more likely than comparison students to increase performance levels from 2007 to 2009. (OR=1.593, $p=.000$). Further, IMPACT III students were 46% more likely to improve their status from not passing to passing; and economically disadvantaged students in IMPACT III schools were 54% more likely than their comparison counterparts to improve their status in Math from not passing to passing. ($p=.000$)
- In looking at students moving from non-passing to passing status from 2008 to 2009, IMPACT III students were 22% more likely to improve their status from non-passing to passing in Reading. (OR=1.244, $p=.02$) Overall, the pass rate for IMPACT III schools

increased from 56.7% in 2008 to 61.9% in 2009. A similar increase was not observed in comparison schools.

Highlights of IMPACT IV findings regarding student achievement:

- IMPACT IV students were significantly more likely to pass **EOG-Reading**, in 2009, compared to 2008 (OR=1.133, $p=.004$), comparison schools were equally likely to pass in both years ($p=.204$).
- Percent of students passing the Reading EOG increased significantly in IMPACT IV schools, from 46% in 2008 to 49% in 2009. A similar increase was not observed in comparison schools.
- IMPACT IV students were 11% more likely than comparison group to increase their Math performance level ($p=.022$)
- Economically disadvantaged students in IMPACT IV schools were 12% more likely than ED students in comparison group to increase performance levels ($p=.04$)